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PROCESO DE GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL
FORMATO GUÍA DE APRENDIZAJE

1. IDENTIFICACIÓN DE LA GUIA DE APRENDIZAJE

- **Denominación del Programa de Formación:** Gestión de la Seguridad y Salud en el Trabajo.
- **Código del Programa de Formación:** 226245
- **Nombre del Proyecto:** Propuesta para la formulación del Sistema de Gestión de la Seguridad y Salud en el Trabajo para empresas de los diferentes sectores económicos del país.
- **Fase del Proyecto:** En ejecución.
- **Actividad de Proyecto:**
- **Duración de la Guía:** 60 horas

COMPETENCIA: Producir textos en inglés en forma escrita y oral.

Resultados de Aprendizaje por alcanzar y evaluar (diurno y nocturno):

- 24020152008 - Relacionarse con hablantes nativos en un grado suficiente de fluidez y naturalidad, de modo que la comunicación se realice sin esfuerzo por parte de los interlocutores
- 24020150201 - Reproducir en inglés frases o enunciados simples que permitan expresar de forma lenta ideas o conceptos.
- 24020150202 - Identificar formas gramaticales básicas en textos y documentos elementales escritos en inglés

COMPETENCIA: Interactuar en lengua inglesa de forma oral y escrita dentro de contextos sociales y laborales según los criterios establecidos por el Marco Común Europeo de Referencia para las Lenguas

Resultados de Aprendizaje por alcanzar y evaluar en la nueva competencia:

- 06 - Explicar las funciones de su ocupación laboral usando expresiones de acuerdo con el nivel requerido por el programa de formación.

2. PRESENTACIÓN

Aprender inglés en estos tiempos de exigencias de toda índole, más que un deber o implicar un esfuerzo impuesto, debe ser una motivación para que nosotros como aprendices del Sena, y aún, más allá como personas, que queremos ser cada vez más competentes, tenemos en el área de bilingüismo la posibilidad de mostrar nuestra excelencia y competitividad en el mundo laboral.

El aprender un idioma extranjero nos permite conocer otras culturas y por ende contar con diversidad de herramientas para dar respuesta a situaciones laborales innovadoras y exigentes, a través de otros contextos ricos en posibilidades para ampliar nuestra visión de futuro y para recrearnos en los contextos del yo, entiendo, yo puedo y yo propongo métodos y soluciones.

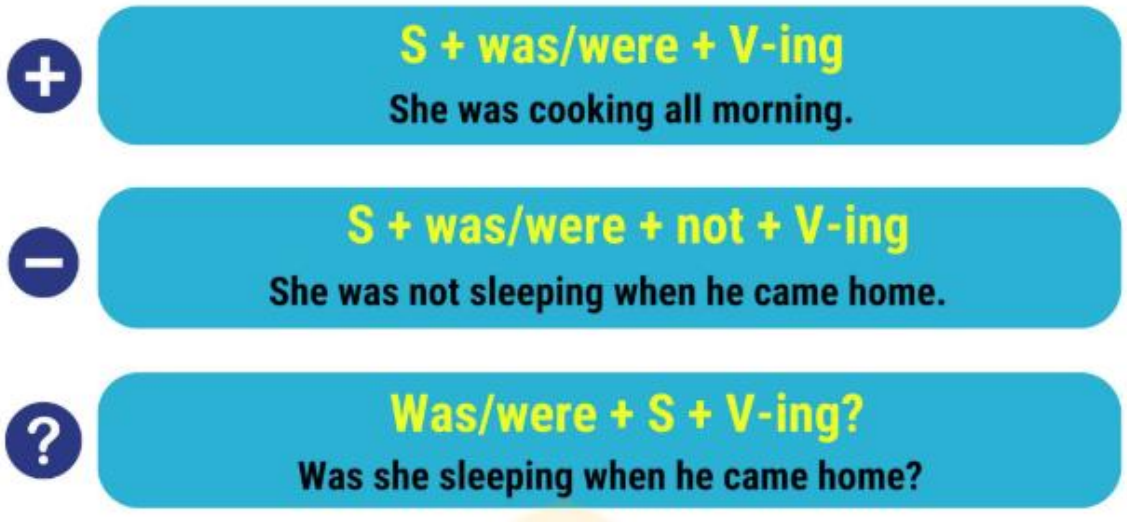
El siglo XXI es sinónimo de globalización, de comunicación instantánea, de comprensión de signos y símbolos estandarizados, es el encuentro de personas que hablan idiomas diferentes con necesidades y metas laborales comunes. Las respuestas fluyen constantemente en textos en inglés y en español y somos las personas, las que les damos significado, somos los que empleados esa información para solucionar gran variedad de problemáticas.

3. FORMULACIÓN DE LAS ACTIVIDADES DE APRENDIZAJE

NIVEL 6

Actividades de reflexión Inicial: WARM UP

I. PAST CONTINUOUS TENSE



1. When _____ Eleven _____ waffles at the café? (eat)

2. _____ you _____ with Max? (skate)

3. Where _____ we _____ at 6.00 in the evening? (swim)

4. The kids _____ last night. (not study)

5. We _____ when the accident happened. (talk)

6. Why _____ he _____ to music yesterday? (listen)

7. You _____ at 9.00. (not sleep)

8. He _____ his bike when I saw him. (ride)

9. Lucas _____ a horror film at 3pm. (not watch)

10. I _____ my homework at eight o'clock. (do)

Don't forget to check some videos to contrast the use all the past tenses
https://www.youtube.com/watch?v=1HDvZsAFag4

II. PRESENT PERFECT TENSE

a) Open the link and complete the exercises using the expressions: already, yet, since and for.
https://www.uv.mx/personal/damorales/files/2013/01/Present-Perfect-Tense.pdf

b) Open the link and answer the questions using true or false:
https://www.liveworksheets.com/w/en/english-second-language-esl/348744

1. Both have eaten Russian food.	T	F
2. The boy has been to Vietnam.	T	F
3. Both have studied French and now speak well.	T	F
4. She has been to Italy.	T	F
5. He has lived in Japan for a few years.	T	F
6. Both have visited many countries.	T	F
7. They loved Greek food.	T	F

c) Answer the questions according to the audio. Then, socialize the information obtained.
https://www.liveworksheets.com/w/en/english-second-language-esl/348744

1. How long has he been a student?
2. What sports has he played so far?
3. What is the most extreme activity he has ever done? Rafting
4. Has he ever had a medical operation?
5. What pets has he had?

III. THE WORLD OF WORK

Job Interview – Interview a classmate

a) Read the questionnaire carefully and answer the questions about yourself.

1. Tell me about yourself. Describe your personality.

2. What are your strengths? Best skills?

3. What is your major weakness?

4. What are your career goals? Future plans?

5. What things are most important to you in a work situation?

6. What would be your dream job? Why?

7. What do you think, is the worst job in the world?

8. Would you describe yourself as a workaholic?

9. When you were a child, what job did you want to have when you were older? Why?

10. What jobs in your country are considered to be good jobs? Why?

11. If you had a choice, would you prefer to work alone or as part of a team? Why?

14. What are your hobbies?

15. What salary are you expecting?

b) After you have answered the questions about you, interview a partner. When you have finished the oral practice, write a short paragraph about his / her answers on the interview.

Example:

I interviewed Leslie Adkins. She is 21 years old and lives in Toronto. She defines herself as a responsible and hard-working woman. She said she always studies hard and does her homework. She is good at computers and knows how to use Microsoft Excel. Her weakness is that she is talkative and likes to gossip. Furthermore, In the future she wants to study for a master's degree. She plans to start her own business selling clothes. On the other hand, she wants a job near her home. And she wants to work with friendly people. In addition, she likes to work alone because she works harder alone. Her hobby is cheerleading. Finally, she expects a salary between $1.200 and $1500 per month.

IV. DIVERSE ENVIRONMENTS - LISTENING ACTIVITY

Click on the links and do the exercises. Take a screenshot of the result and paste it in your guide:

a) Agree and disagree: https://learnenglish.britishcouncil.org/skills/speaking/intermediate-b1/agreeing-and- disagreeing

b) Conversations: https://learnenglish.britishcouncil.org/skills/listening/pre-intermediate-a2/four-conversations

c) At the party: https://learnenglish.britishcouncil.org/skills/listening/pre-intermediate-a2/an-invitation-to-a-party

V. HOW TO WRITE?

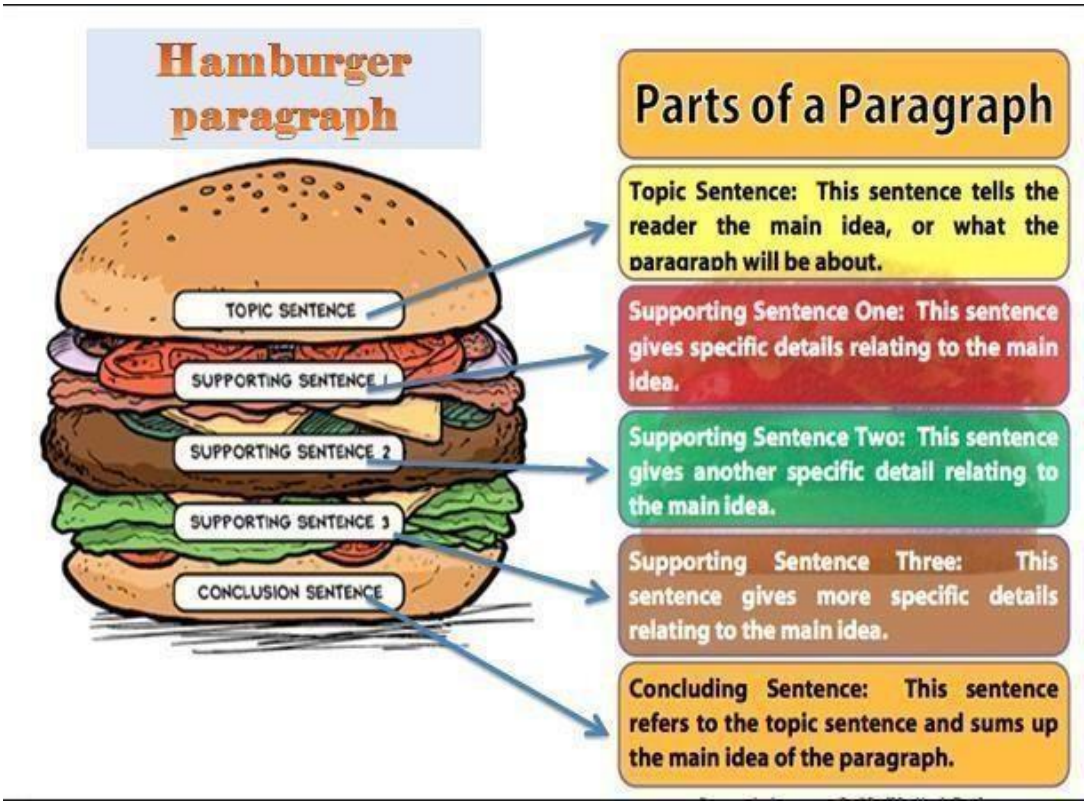
a) Writing a paragraph:

1) Answer the following questions with your partner:

- Do you like writing?
- How often do you write and what type of texts do you write, e.g., poems, songs, journals, essays?
- What type of strategies do you use when writing, e.g., reading before writing, brainstorming etc.?

2) Paragraph structure

A paragraph is a group of sentences that discuss <u>one</u> main idea. In formal academic English, paragraphs have three main parts.



Taken from: https://images.app.goo.gl/sWZZifngxmeKimu99

3) Paragraph outline guidelines

a) Choose a topic.
b) Use pre-writing techniques (e.g., brainstorming, research) to generate ideas about the topic.
c) Organize your ideas (mind map, outline).
d) Construct a topic sentence with controlling ideas.

e) Begin constructing the paragraph outline (see below).

- Think of 2-4 points you want to make about the topic sentence.
- For each of the points use two or more specific details that explain, describe and/or support that point.

f) If necessary, modify or change the topic sentence to fit the specific detail.

g) Write a concluding sentence that summarizes, offers a solution, concludes, makes a recommendation or prediction, based on the information in the paragraph.

h) Write your first draft. Check the connectors.

4) Proof, read and check your work.

5) Identify the three parts of the paragraph in the example:

The **topic sentence** is the paragraph's first sentence. The topic sentence conveys the paragraph's main point and previews the writer's treatment of the subject, SUVs.

Sample Paragraph

Although currently popular among American drivers, Sport Utility Vehicles, or SUVs, damage the environment by emitting pollution and threatening to limit the supply of natural resources. SUVs release more fumes into the atmosphere because the government does not regulate their fuel standards as strictly as those for cars. As global warming becomes more serious, perhaps the government should impose more limits on SUV emissions to protect citizens from air pollution. In addition, due to their size, SUVs use more gas than cars, which, consequently, harms the environment. Hummers or LandRovers, for example, require much more gas than the average sedan. Consumer demand for more gas to fill SUVs' larger tanks has also resulted in the need to drill for more oil, potentially threatening the conservation of natural wildlife areas, such as in Alaska. Further, the 2010 oil spill in the Gulf of Mexico exemplifies the environmental devastation that can result from oil drilling to meet the demand for energy. To curb pollution and the threat to dwindling natural resources such as oil and gas, Americans might consider alternatives such as hybrid vehicles or even public transportation. Consumers should be aware that their choices in vehicles do impact the earth and the preservation of its resources.

Supporting sentences include details, examples, and explanation that directly connect to the topic sentence and develop the topic sentence.

Notice the use of **transition words** (underlined) to help the writer's ideas flow smoothly, maintain organization, and shift to another supporting point.

The final sentence refers back to the topic sentence and helps to unify the paragraph.

b) Writing a topic sentence:

1) Every good paragraph has ONE topic sentence, which gives the general topic of whole paragraph. Remember to use a topic sentence, most preferably as the first sentence of the paragraph.

Example:

Forest Gump is a very touching movie. It shows that it is possible to enjoy life without being stingy, materialistic, or ruthless. It helps us to realize that there are many people among us that were born with various defects. That fact makes me think how fortunate I am to be totally healthy. The movie also contains a love story between Forrest Gump and a girl who does not think of him as a serious partner because of his defect; however, they eventually get married.

Moreover, we see love between mother and son where Forest's mom even slept with the school principal in order to give the son a chance of going to a normal school. All those things make me think of this movie as a very moving story.

2) Activity:

- Working in groups in 10 minutes.
- Read the following paragraphs.
- Fill in the blanks with the best topic sentences for the paragraphs.

Paragraph 1: Beautiful Snow?

I agree that snow is beautiful when it falls. However, after a few days, the snow is not beautiful anymore. It starts to melt, and the clean streets become messy. It is difficult to walk anywhere because the sidewalks are too slippery. Snow also causes traffic problems: some roads are closed; other roads are hard to drive on safely. Drivers have more accidents on snowy roads. I understand why some people like snow, but I do not like it very much.

Paragraph 2: Good teachers

First, good teachers are patient. They never rush their students. Good teachers explain things without getting bored. They are organized. They plan what happens in every class. Good teachers are also encouraging. They help students understand the subject. Finally, good teachers are fair. They treat all students the same. These are some of the most important qualities of a good teacher.

Paragraph 3: European and American universities

In European universities, students are not required to attend classes. In fact, professors in Germany generally do not know the names of the students enrolled in

their courses. In the United States, however, students are required to attend all classes and may be penalized, if they don't. Furthermore, in the European system, there is usually just one comprehensive examination at the end of the students' entire four or five years of study. In the American system, on the other hand, there are usually numerous quizzes, tests and homework assignments and there is almost always a final examination in each course at the end of the semester.

c) Writing supporting sentences:

1) Supporting sentences are the ones that develop the topic sentence. They give information that explains and expands the topic of the paragraph. They also answer the questions *who? what? where? when? why? how?* in order to develop the main idea. Finally, good supporting sentences have different goals. What are the different goals of supporting sentences?

Explain	The family moved from the village to the capital for economic reasons.
Describe	She lived in a lovely three-storey castle surrounded by a forest.
Give facts	More than 10% of the university's student population is international.
Exemplify	Different types of fruit grow in California, such as oranges and grapefruit
Define	Many tourists visit Bangkok, which is the capital and largest city in Thailand.

You don't have to use them all in the same paragraph. The type of supporting sentences you will use depends on the purpose of your paragraph. The main aspect to keep in mind is that all supporting sentences must be connected and related to the topic sentence of your paragraph.

Here you have an example:

I have a dream to visit Alaska. The weather is beautiful there. I love cold weather. When the temperature is low, I have energy! I also want to visit Alaska because I love nature. Alaska looks so pure and natural. I dream about its scenic landscape. In addition, there are wild animals. Finally, I want to learn important information

about the native people of Alaska. Their culture sounds very interesting to me. I hope to visit this wonderful state soon.

2) Activity:
Now is your chance to put it into practice. Choose one topic sentence and develop three supporting sentences for it:

- _____
  _____
- _____
  _____
- _____
  _____

d) Writing the concluding sentence:

1) We have learnt that a paragraph contains a topic sentence, a few supporting details and a concluding sentence. All paragraphs begin with a topic sentence and end with a concluding sentence. A concluding sentence asserts the main idea of the paragraph and, while elaborating the conclusion, it connects the topic sentence, and the ideas presented in the supporting details. In this lesson, we shall learn how to write a concluding sentence or how to draw conclusions on the ideas presented in a paragraph.

A concluding sentence sums up the information that is presented in a paragraph. It completes the paragraph and restates the main idea. While approaching the conclusion linking words or phrases like therefore, thus, resulting, hence, in brief, to sum up, on the whole and in the end are very often used.

The Human Body

The human body is a wonderful piece of work that nature has created. It is not beautiful like the body of a butterfly or peacock, but it is shaped practically. It can do many types of work which other animals cannot. It is not strong like the body of a tiger. But in place of physical strength, it has a big and sharp brain. By using this brain, the human physique has been able to overcome many of its limitations. By sitting in an airplane, it flies faster than a kite, by riding a motorcycle it travels faster than a leopard, and by firing a machine gun it fights much better than a tiger. In spite of all this, the human body suffers from many diseases because it has a weakness for habits such as smoking, drinking and overeating. When it is healthy the body can give great pleasure but when it is sick it can cause great pain. ***The wise man would always keep his body fit because a healthy mind can work only in a healthy body.***

Obviously, the last sentence of the paragraph is the concluding sentence. It connects the topic sentence and the supporting details by contrasting the strengths and the weaknesses of the human body. By means of argument, it extends the logic that the human mind can work wonders only in a healthy body.

2) Activity: It is time to finish your paragraph. Write the concluding sentence for the supporting sentences created in activity c) 2).

_____
_____
_____.

3) Activity: Now it is your turn. Choose a topic you are interested in and write a paragraph. Write the topic sentence, the supporting ideas, and the concluding sentence in a logical order, elaborating with examples to further explain your topic sentence. Remember, to develop your ideas fully, a paragraph should consist of 5-10 sentences.

Topic sentence:

_____
_____

Supporting sentences:

_____
_____
_____

Concluding sentence:

_____
_____
_____

VI. CONNECTORS

Logical connector is a connector which link the semantical unit of language. Logical connectors are used to join or connect two ideas that have a particular relationship. These relationships can be: sequential (time), reason and purpose, adversative (opposition, contrast and/or unexpected result), condition.

1) Even if: despite the possibility that; whether or not.
Example: Even if I had time and money, I wouldn't travel around the world.

2) Whereas: in contrast or comparison with the fact that; while at the same time**.**
Example: Hugh is very hard-working whereas his brother is lazy.

3) Otherwise: something or anything else; in other circumstances.
Example: He must pass the exam, otherwise, his parents will be mad at him.

4) **Therefore:** for that reason; as a result of something that has just been mentioned.
Example: He was injured and therefore unable to work.

5) **Because of:** by reason of
Example: Last winter my children's school was closed for two weeks because of heavy snowfall.

6) **So that:** in order that
Example: I'll help her with math so that she can pass the exam.

7) **Even though:** despite the fact that
Example: She left him even though he was a very good husband.

8) **Afterwards:** after something that you have already mentioned
Example: I have to help my mother in the garden afterwards I can go to the cinema.

9) **Unless:** except on the condition that
Example: Unless it stops raining, we will not go for a walk.

10) **Although:** despite the fact that; even though
Example: I'll try to help them in the garden although I have got little time.

Exercise:
Choose one of the three connectors in the brackets in each exercise.

1) _____ you saved a lot; you wouldn't be able to afford that house. (therefore, so that, even if).
2) _____ your chances are small; you should try to do it. (even if, afterwards, otherwise).
3) He eats only healthy food _____ his sister gorges herself with junk food. (whereas, because of, therefore).
4) You should learn more, _____ you might fail your exams. (although, otherwise, because of).
5) Martha wanted to work in England, _____, she studied English hard. (otherwise, even though, because of).
6) _____ he was very tired; he worked very hard. (although, so that, afterwards).
7) Slice this meat and _____ you can boil it for thirty minutes. (afterwards, although, because of).
8) I cooked dinner _____ my friends wouldn't have to eat out. (unless, so that, otherwise).
9) _____ I learned so much, I didn't manage to pass my exam. (even though, so that, because of).
10) _____ we're at the bus station by seven o'clock, we'll miss our bus. (whereas, therefore, unless).

11)_____ the weather was windy; we went for a walk. (even though, otherwise, therefore).

12)I like horror films _____ my friend prefers comedies. (therefore, unless, whereas).

VII. PUNCTUATION MARKS

Punctuation marks are used in writing to separate sentences and their elements and to clarify meaning.

a) Comma (,) When a subordinate (less important) clause comes before the principal clause. e.g., If you do not go, help me.

1.1- To separate phrases in apposition (describing the same Person or thing mentioned earlier) from the rest of the sentence. e.g., Mr. Brown, the doctor, said that he traveled to Canada.

1.2- To separate items in the same list. e.g., She traveled to America, Canada, and Australia.

b) Full stop (.) A full stop is used at the end of the sentence and the next sentence begins with a capital letter e.g., Ali felt tired. He went to bed.

2.1- An abbreviation ends in a full stop and with acronyms. e.g., Etcetera→ etc. Mr. B.B.C.

c) Colon (:) The use of a colon indicates that what follows is an explanation of what precedes it. e.g., They have some news about the story: John's father has arrived.

3.1- It is also used to introduce a list of the items. e.g., To travel, you need the following items: a passport, a visa, an application and the correct fee.

d) Semicolon (;) A semicolon is used to join two independent but related clauses or sentences. e.g., She is a good writer; she has published several books.

4.1- It can also separate clauses of conjunctive adverbs such as however, therefore, moreover... e.g. We shouldn't go to the fair; however, I do hear that they have good funnel cakes.

5) Quotation mark (‘’) Quotation marks are used for material that is quoted or emphasized. e.g., Ali said, ‘I cannot finish my quiz’

5.1- Quotation marks are used to set off the title of short works of writing. e.g., the television show, ‘Cheers’ (Truss: 2003).

6) Apostrophe (') An apostrophe is used to refer to possessive singular or plural. e.g., The boy's books. (singular) e.g. The boys' books. (plural)

6.1-An apostrophe is always used to be included when telling the time. e.g., It is eight o'clock. *short for: (eight of the clock)

6.2-An apostrophe is used to show letters are missing in words (omission). e.g., You're→ You are e.g. I'm→ I am (Truss:2003).

7) Exclamation mark (!) 1- An exclamation mark is used to signal the expression of strong emotions such as: a-Excitement: e.g. I can't wait! b-Panic: Ex/ Help me!

7.1- An exclamation mark is used to add an emphasis to the sentence. e.g., There's a fly in my Soup. There's a fly in my Soup!

8) **Ellipsis (...) 1-**An ellipsis is used to show that the speaker has been cut off abruptly(interrupted). e.g., 'Whatever you do, don't...' 2-An ellipsis is used to indicate a trailing off in speech or thought. e.g., We could do this ... or maybe that…

9) **Slash (/)** 1-Slash is used with fractions. e.g., 1/2 = one-half e. g. 2/3 = two-third 2- Use a slash to separate the day, month, and a year in dates. e.g., He was born on 18/3/1987.

10) **Question mark (?)** 1-Ues question mark at the end of any direct questions. e.g., Who is your teacher? 2-Use a question mark at the end of a tag question (a statement followed by a short question). e.g., You speak English, don't you?

11) **Hyphen (-) 1-A** hyphen may separate, in some cases, the prefix from the second part of words. e.g., co-opt, T-shirt. 2-A hyphen may join some compound words. e.g., twenty-one.

12) **Dash:** Dash is used to indicate a break, often informally, or to add Parenthetical information. 8 e.g. They received a prize —and a certificate as well. 2- An En–Dash is used to indicate a range. e.g.,1939–1945.

a) Complete the sentences using the correct question marks. They can be exclamation marks, question marks or dots.

1) Leave the room at once ___
2) What a bright day it is ____
3) We saw three birds perched on a high branch ___
4) Where are my keys ___
5) Is that the man you saw ____
6) Help me to find my parents ___
7) Where do you plan to go on vacations ____
8) The teacher came angrily to the classroom _____
9) The cat chased the mice away____
10) I tried to help ____ but I couldn't.

b) Write a 5 lines paragraph using the information above. Do not forget to use punctuation marks.

_____

_____

VIII. WRITING AN APPLICATION LETTER

The following application letter template lists the information you need to include in the letter you submit with your resume when applying for a job. Use the application template as a guideline to create customized letters to send to employers with your resume.

Contact Information

The first section of your letter should include information on how the employer can contact you. If you have contact information for the employer, include that. Otherwise, just list your information.

Your Personal Information

First Name and Family Name

Street Address

City, State, Zip

Code Phone

Number Email

Address

Date

Employer Contact Information (*if you have it)*

Name

Title

Company

Address

City, State, Zip Code

Salutation

Dear Mr./Ms. Last Name or Dear Hiring Manager:

Application Letter Content

Your application letter will let the employer know what position you are applying for, why the employer should select you for an interview, and how you will follow-up.

First Paragraph:

The first paragraph of your job application letter should include information on why you are writing. Mention the job you are applying for and where you found the position. If you have a contact at the company, include it.

Middle Paragraphs:

The next section of your cover letter should describe what you have to offer the company. Make strong connections between your abilities and the requirements listed in the job posting. Mention specifically how your skills and experience match the job. Expand on the information in your resume, don't just repeat it. Try to support each statement you make with a piece of evidence. Use several shorter paragraphs or bullets rather than one large block of text.

Final Paragraph:

Conclude your application letter by thanking the employer for considering you for the position. Include information on how you will follow-up. State that you will do soand indicate when (one week's time is typical). You may want to reduce the time between sending out your resume and follow up if you fax or email it.

Complimentary Close:

Sincerely,

Signature

a) **Now it is your turn to write the letter. Please, write an application letter to Coca-Cola company for the SST role. Bear in mind the different punctuation marks and the instructions above. The letter must be at least one page long, including the personal information.**

IX. ABSTRACT WRITING

What is an Abstract?

The term refers to a condensed form of a text. Technically it is made of a set of short and organized sentences (150 to 350 words) that comprehensively describe, synthesize, and represent the main ideas of a more extensive work.

It is one of the most important sections of an article, whose mission is twofold: on the one hand, to inform about the content of the text and on the other attracting the reader's attention. Usually precedes the introduction of a research document, but it must be able to be understood in isolation and independently of the article body.

How to write an Abstract?

Read the full article, highlight the phrases and key statements of each section. Then, move them to a new document and try rewriting them in your own words to create unique and cohesive paragraphs. Of all the results, select ONLY those findings that you think could attract a potential reader interested in your field of work.

The text that includes the main ideas is not properly an abstract, but it can serve as a starting draft. Do not worry if it is too long, it's better to reduce a text than expand it (it is easier to delete ideas or phrases already written than invent or add new ones).

Structure of an Abstract

Introduction - Why was the study done?

Material and methods - What was done and how?

Results - What are the results?

Discussion and / or conclusions - What do these findings mean and what impact do they have?

Check the vid for some tips: https://youtu.be/WRYchBAdllk

Time to work!

a) **Product:** In your project groups, according to the previous information, write the abstract using technical vocabulary and send the final document in English.
Development: Present and socialize your abstract content using graphic aids in front of the whole class.
Punctuation Marks in English: In writing, the correct use of punctuation marks is an important technique used by writers to convey meaning in a clear and simple way. In this research, the most widely used punctuation marks in writing have been discussed with examples. The aims of the research are to investigate the errors made by students, their performance of punctuation marks, and to identify the most difficult types of them on the part of the students/subjects under investigation.

b) Find the components (Background, Aims, Methods, Results, Conclusion, Keywords) of the abstract below:

Abstract

The use of more than one code of language among the Malaysian English language instructors and ESL learners in the context of formal classroom settings is widely acknowledged (Then & Ting, 2009). Many factors contribute to the occurrence of code-switching or in other words, there must have been certain communication purposes associated which cause code switching to occur. This study aims to uncover the attitudes of ESL learners towards the functions of code- switching employed by English language instructors at tertiary level. It addresses two research questions: (1) What do ESL learners think about code switching in the English classroom? (2) When does code switching best function in the English classroom for the ESL learners? Forty-five diploma students were randomly selected as the respondents for this study. A survey questionnaire which focused on the students" attitudes, usage and opinion towards code switching in the classroom was utilized in the study. It was found that most of the ESL learners have positive attitudes towards code switching. The ESL learners were also reported to believe that code

switching facilitates them in understanding the target language. The findings suggest that the use of code switching is necessary when the situation requires the use of a first language in the classroom to enable the learners to become more confident in mastering English.

Keywords

Code-Switching; Learner's Perception; Upper-Intermediate Level.

c) Look at the components of the next Abstract and order the sentences to create a coherent Abstract.
d) Decide which keywords you would use for this abstract.

Abstract

* The participants were 30 volunteer students, 15 males and 15 females who have recently graduated from the Biology Department of Red Tree University.

* The participants were asked what influence biology education has on their attitudes regarding world peace and humanity.

* The results indicated that biology education has some positive impacts on attitudes of the students regarding humanity and world peace.

* The responses of the participants indicated that, at the end of four-year biology education, they have more self- awareness and have greater capacity to love human beings and all the living creatures.

* The aim of this study was to examine whether biology education has any impacts on attitudes in terms of humanity and world peace.

* In addition, they reported they had the feeling that they could contribute to world peace.

* Biology has always been a beneficial discipline for human beings.

Keywords: .....

X. PHRASAL VERBS

Phrasal verb are verbs combined with an adverb or a preposition, or sometimes both, to give a new meaning.

For example: Go in for, win over and see to.

a) Read the following text and underline all the phrasal verbs, then write some examples using them.

Adventures Growing Up

I was brought up in a small town in the countryside. Growing up in the countryside offered lots of advantages for young people. The only problem was that we often got into trouble as we made up stories that we acted out around town. I can remember one adventure in particular: One day as we were coming back from school, we came up with the brilliant idea to make out that we were pirates looking for treasure. My best friend Tom said that he made out an enemy ship in the distance. We all ran for cover and picked up a number of rocks to use for ammunition against the ship as we got ready to put together our plan of action. We were ready to set off on our attack, we slowly went along the path until we were face to face with our enemy - the postman's truck! The postman was dropping off a package at Mrs. Brown's house, so we got into his truck. At that point, we really didn't have any idea about what we were going to do next. The radio was playing so we turned down the volume to discuss what we would do next. Jack was all for switching on the motor and getting away with the stolen mail! Of course, we were just children, but the idea of actually making off with a truck was too much for us to believe. We all broke out in nervous laughter at the thought of us driving down the road in this stolen Postal Truck. Luckily for us, the postman came running towards us shouting, "What are you kids up to?!". Of course, we all got out of that truck as quickly as we could and took off down the road.

_____
_____
_____
_____
_____

b) Match the phrasal verbs with their meaning.

Carry on	arrive
Find out	unexpectedly start
Get on	a journey continue
Grow up	like being with
Turn up	learn, discover.
Settle down	live in one place
Set off	become adult.

c) Now read the following text and complete it using the phrasal verbs from the chart above.

I recently read my grandfather´s diaries, and I (discovered) _____a lot interesting things about his life. Apparently, he (spent his childhood) ___in San Francisco. He and his parents didn't (like being together) ___at all, and when he was 18, he decided to see America. He (started on his journey) _____with very little money and travelled east. He (continued) until the reached New York, where he got a job washing up in a restaurant. He fell in love with one of the waitresses, and one day he (appeared) _____at her flat with a bunch of roses and asked to marry him. Surprisingly, she agreed, and he (went to live) ___with her in New York, where they had 3 children.

d) Complete the following sentences using the correct form of the phrasal verbs in the box.

turn off take off* look up* ring up* throw away* turn up* try on* switch off*

1) Could you __the TV_____? I can't hear.
2) Don't forget to _____the lights __when you go out.
3) I'll have to __it _____in the dictionary. I am not sure what it means.
4) Don't _____that old painting ___. It might be valuable.
5) Let's _____them _____and see if the want to come with us.
6) I'd better ____these trousers _____. They are soaking wet.
7) _____ it _____. The water is overflowing.
8) If you like those jeans, why don't you __them _____and see if the suit you?

e) Complete the dialogues using the correct form of the phrasal verbs in the box.

Make up	Take up	Think over	Give up	Put off	Work out

1) - What's 43 times 79? I can't _it _____in my head.
- Why don't you use a calculator?

2) - Are you coming or not?
- I'm not sure yet.
- Well, you don´t have to tell me now. Why don't you _____it _____ and tell me tomorrow?

3) - We couldn't get enough people to play in the match on Sunday.
- Don't worry. We'll __it _____ till next week.

4) - That's a lovely song. Who's it by?
- Me. I _____it _____myself.

5) - Do you still play the piano?
- No, I _____the piano two years ago. I play the guitar now.

6) - I didn't know you went jogging.
- Yes, I ___ it _____ a few months ago. I feel myself much better.

XI. TAG QUESTIONS

A tag question is a special construction in English. It is a statement followed by a mini-question. We use tag questions to ask for confirmation. They mean something like: "Is that right?" or "Do you agree?" They are very common in English.

The basic structure of a tag question is:

Positive statement	**Negative tag**
Snow is white,	isn't it?

Negative statement	**Positive tag**
You don't like me,	do you?

Notice that the tag repeats the auxiliary verb (or main verb when *be*) from the statement and changes it to negative or positive.

Positive Statement Tag Questions

Look at these examples with **positive statements**. You will see that most of the time, the auxiliary verb from the positive statement is repeated in the tag and changed to negative

(+) Positive statement				**(-) Negative tag**		
Subject	**auxiliary**	**Main verb**		**Auxiliary**	**Not**	**Person pronoun**
You	are	coming,		are	n't	you?
We	have	finished,		have	n't	we?
You	do	like	coffee,	do	n't	you?
You		like	coffee,	do	n't	you?
They	will	help		wo	n't	they?
I	can	come,		can	‘t	I?
We	must	go,		must	n't	we?
He	should	try	harder,	should	n't	he?
You		are	English,	are	n't	you?
John		was	there,	was	n't	he?

Notice:

- the use of *do* in the two coffee questions. Remember that in Present Simple, *do* is optional in positive statements (*You like coffee/You do like coffee*). But the *do* must appear in the tag. The same applies to Past Simple *did*.
- in last two questions, no auxiliary for main verb *be* in Present Simple and Past Simple. The tag repeats the main verb.

Negative Statement Tag Questions

Look at these examples with negative statements. Notice that the negative verb in the original statement is changed to positive in the tag.

(-) Negative statement					**(+) Positive tag**	
Subject	**auxiliary**		**Main verb**		**Auxiliary**	**Person pronoun**
It	Isn’t		raining,		is	it?
We	have	never	seen	that,	have	we?
You	don’t		like	coffee,	do	you?
They	will not		Help,		will	they?
They	won´t		report	us,	will	they?
I	can	never	do	It right,	can	I?
We	mustn’t		tell	her,	must	we?
He	shouldn’t		drive	so fast,	should	he?

You	won't		be	late,	will	you?
You			aren't	English,	are	you?
John			was not	there,	was	he?

Notice:

- *won't* is the contracted form of *will not*
- the tag repeats the auxiliary verb, not the main verb. Except, of course, for the verb *be* in Present Simple and Past Simple.

Answering Tag Questions

How do we answer a tag question? Often, we just say Yes or No. Sometimes we may repeat the tag and reverse it (They don't live here, *do they*? Yes, *they do*). Be very careful about answering tag questions. In some languages, an opposite system of answering is used, and non-native English speakers sometimes answer in the wrong way. This can lead to a lot of confusion!

For example, everyone knows that snow is white. Look at these questions, and the correct answers:

Tag question	Correct answer	Notes	
Snow is white, isn't it?	Yes, it is.	Answer is the same because snow is white	But notice change of **stress** when answerer does not agree with questioner
Snow isn't white, is it?	Yes, it is.	Answer is the same because snow is white	
Snow is black, isn't it?	No, it isn't.	Answer is same because snow *is not black*	
Snow isn´t black, is it?	No, it isn't.	Answer is same because snow *is not black*	

In some languages, people answer a question like "Snow isn't black, is it?" with "Yes" (meaning "Yes, I agree with you"). This is the wrong answer in English!

Here are some more examples, with correct answers:

The moon goes round the earth, doesn't it? Yes, it does.
The earth is bigger than the moon, isn't it? Yes.
The earth is bigger than the sun, isn't it? No, it isn't!
Asian people don't like rice, do they? Yes, they do!
Elephants live in Europe, don't they? No, they don't!
Men don't have babies, do they? No.
The English alphabet doesn't have 40 letters, does it? No, it doesn't.

a) Complete the sentences with the correct tag question.

1) He sometimes reads the newspaper, _____?
2) You are Indian, _____?
3) Peggy didn't use the pencil, _____?
4) Mary has answered the teacher's question, _____?
5) The boy is from Turkey, _____?
6) Sue wasn't listening, ___? Andrew isn't sleeping, _____?
7) Tom and Maria will arrive at Heathrow, _____?
8) He's been to Texas, _____?
9) Dogs like meat, _____?
10) There are some apples left, _____?
11) I'm late, _____?

b) Click on the following link and develop the exercises:

https://www.englishclub.com/grammar/tag-questions-quiz.php

XII. TYT ENGLISH EXAM

a) Review all the topics studied and ask your teacher for help.
b) Follow your teacher's instructions in order to take the mock test of the TYT exams.
c) Take out an examination paper to write the answers of the exam.

TECHNICAL ASSIGNMENTS

a) Write down the abstract of the characterization and contextualization of your company project.
b) Based on your teacher's instructions make the presentation of the company project in English.
c) For the final presentation of your company project, you have the prepare (Introduction of the project group, characterization of the company and the objectives).

4. ACTIVIDADES DE EVALUACIÓN

Evidencias de Aprendizaje	Criterios de Evaluación	Técnicas e Instrumentos de Evaluación
Evidencias de Conocimiento: Talleres y actividades propuestos en las guías de aprendizaje **Evidencias de Desempeño** **Evidencias de Producto:** 1. Escribir un *abstract* acerca de la caracterización-contextualización de la empresa proyecto. 2. Según las indicaciones dadas por parte de su instructor haga la presentación de su empresa proyecto en inglés. 3. Diseñe y socialice una presentación sobre la caracterización-contextualización de la empresa proyecto.	- Pronunciación - Fluidez - Uso adecuado y pertinente del vocabulario. - Uso adecuado y pertinente de estructuras gramaticales explicadas en sesión.	Talleres Video Listas de verificación Presentación

5. GLOSARIO DE TÉRMINOS

Abstract: a short piece of writing containing the main ideas in a document.

Apply for: to make a request to be part of a company.

Connector: a thing that links two or more things together.

Goal: something that you hope to achieve.
Guidelines: a set of rules or instructions that are given.

In regard of: as concerns, with the aim to.

Keyword: a significant word from a title or document used especially as an index to content.

Mock: an examination, taken as practice before an official examination

Outline: to give a description of the main facts or points involved in something.

Paragraph: a subdivision of a written composition that consists of one or more sentences, deals with one point, or gives the words of one speaker, and begins on a new usually indented line.

Punctuation*:* the act or practice of inserting standardized marks or signs in written matter toclarify the meaning and separate structural units.

Screenshots: an image of the display on a screen, used when showing how a program works.

To focus: to give attention, effort, etc. to one particular subject.

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https://en.islcollective.com/

7. CONTROL DEL DOCUMENTO

	Nombre	Cargo	Dependencia	Fecha
Autor (es)				

8. CONTROL DE CAMBIOS (diligenciar únicamente si realiza ajustes a la guía)

	Nombre	Cargo	Dependencia	Fecha	Razón del Cambio
Autor (es)					